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ABSTRACT

A description is given of a system for evaluating the teacher education program at Eastern Kentucky University. A list is provided of the sequence of evaluation procedures, beginning with students' pre-university entrance, and progressing through admission to the teacher education program, admission to student teaching, student teaching evaluation, completion of the baccalaureate degree, and admission to graduate school. The method of evaluation used at each stage of the process is described along with the follow-up procedures used for assessing the progress of graduates. A network of committees oversees each stage of the evaluation: (1) generic competency examination committee; (2) basic skills committee; (3) departmental evaluation committee; (4) student teaching evaluation committee; (5) college evaluation committee; and (6) follow-up committee. Flow charts illustrate the relationships of these committees, their interactive communications systems, and the structure of the hierarchy established for decision making on reciprocal responsibilities. (JD)

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ED248200

EASTERN KENTUCKY UNIVERSITY: A COMPREHENSIVE TEACHER EDUCATION PROGRAM/PRODUCT EVALUATION

Teacher education institutions have become increasingly aware of the need for program and product evaluation especially due to the emphasis given it by AACTE and NCATE through its Standard 6.

The Eastern Kentucky University College of Education did not have a comprehensive program and seeing this need enlisted the help of Dr. Charles E. Johnson from the University of Georgia to serve as consultant. Dr. Johnson is a widely known authority concerning behavioral objectives and evaluation of teacher education programs. A college committee was appointed to recommend a program to the Teacher Education Committee.

In December of 1976 this ad hoc committee of the College of Education met with Dr. Johnson. Following the two days of meetings with Dr. Johnson, the ad hoc committee compiled a comprehensive system for evaluation. Since that time we have developed instruments and evaluative procedures, organized committees, and have attempted to formalize the overall organization into the comprehensive system suggested here.

The following program was recommended and approved by the Teacher Education Committee and implemented beginning in the fall of 1977.

SP 024 936

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EASTERN KENTUCKY UNIVERSITY
COLLEGE OF EDUCATION
PROGRAM EVALUATION AND FOLLOW-UP OF GRADUATES

PROGRAM/PRODUCT	METHOD OF EVALUATION
1.00 Pre-University Entrance	1.11 ACT Scores
1.11 Application for Entrance to EKU	1.12 High School Graduation
2.00 Lower Division	
2.1 EDF 102	2.11 Psychological/Personality Tests
	2.12 Basic Skills Tests (reading, writing, math, etc.) A minimum level must be attained before admitted to the teacher education program.
	2.13 Speech and Hearing Evaluation
2.2 EDF 202/300	
2.21 Admission to Teacher Education	2.211 GPA of 2.25
	2.212 Biography
	2.213 Four Faculty Recommendations
	2.214 Complete 12 hours of on-campus residence credit at Eastern prior to admission to the Teacher Education Program.
	2.215 No evidence of physical or psychological impairments that would preclude teaching success.
	2.216 Accumulate a satisfactory record of acceptable social behavior in the University and the Community at large.
3.0 Upper Division	
3.1 EDF 317	
3.2 EDF 318	
3.3 Methods	

PROGRAM/PRODUCT	METHOD OF EVALUATION
3.4 Admission to Student Teaching	3.41 Admission to the Teacher Education Program
	3.411 Filed an application during the first four weeks of the semester prior to the term in which student teaching is desired. Any application filed is evaluated and processed for approval or disapproval.
	3.412 A valid medical examination including a current tuberculosis test. Any significant deviation from normal physical and psychological well-being will be referred to a proper examining physician.
	3.413 Behavior that relates to the moral, social, and personal standards of professional competency. The student's comportment will be subject to review and appraisal by the department responsible for the student teaching recommendation and the College of Education
	3.414 Each student applying must complete a curriculum contract and file it with the Dean, College of Education, prior to final approval for student teaching.
	3.415 Successfully complete all prerequisites in professional education and pre student teaching curricula in the applicant's area as prescribed by the current catalog.
	3.416 Recommended by the student's advisor and approved by the departmental chair.
	3.417 Standing of at least 2.25* grade-point average based on hours major/minor and overall program.
	3.418 Successful completion of EDF 102 and a grade of C or above in EDF 202/300, EDF 317, EPY 318, ESE 498 and/or ELE 498, and SED 498.
	3.419 A grade of C or above in required special education courses for special education majors.

* Effective Fall 1984 will be 2.5 GPA.

PROGRAM/PRODUCT	METHOD OF EVALUATION
3.5 Program Evaluation (End of Fundamentals)	3.51 Common Generic Competencies Exam. (College)
	3.52 Specific Program Competencies Exam. (Department)
	3.53 Retest of a sample (see 2.11 and 2.12).
	3.54 NTE required for all enrolled in teaching programs. Subtests recommended for areas. (URE available at student's option and expense.)
3.6 Student Teaching	3.61 Student Teaching Evaluation.
3.7 Product Evaluation	3.71 Follow-up questionnaire to all graduates of undergraduate teaching programs to be sent in February or March following graduation.
	3.72 Sample follow-up for broader study.
	3.721 Self-Evaluation In-Service
	3.722 Administrator/Supervisor Evaluation.
	3.73 Sample follow-up during third year after graduation.
4.0 Masters Degree	
4.1 Admission to the Graduate School	4.11 Completion of a baccalaureate degree from an accredited four-year institution.
	4.12 Undergraduate GPA of 2.4.
	4.13 GRE.
4.2 Admission to Candidacy	4.21 GPA of minimum of 3.0.
	4.22 Recommendation from Departmental Admission Committee.
4.3 Program Evaluation	4.31 Common Generic Competency Exam. (Standardized College)
	4.32 Specific Program Competency Exam. (Department)
	4.33 Comprehensive Exam.

PROGRAM/PRODUCT	METHOD OF EVALUATION
4.4 Product Evaluation	4.41 Follow-up questionnaire to all graduates.
	4.42 Evaluation of Program Objectives.
	4.421 Rating Scale.
	4.422 Evaluative Seminar.
5.0 Specialist Degrees	
5.1 Admission to Graduate School	5.11 Completion of masters degree from an accredited college or university.
	5.12 GRE at required level, 2.5 UGPA.
5.2 Admission to Candidacy	5.2 GPA of 3.3 or above on all work toward the Ed.S.
5.3 Specialist Project	5.3 Oral examination and defense of project.
5.4 Program Evaluation	5.41 Common Generic Competency Exam.
	5.42 Specific Program Competency Exam.
5.5 Product Evaluation	5.51 Follow-up questionnaire for all graduates.
	5.52 Evaluative Seminar.

Committee Structure for Evaluation of Teacher Education Programs

The entire evaluative process was developed for the primary purpose of providing information useful for modification and improvement of programs. The structure of committees for evaluation of both basic and advanced programs is shown in Figure 1. Although the structure is shown as a hierarchy established for decision purposes, the communicators for courses and programs are the major ingredient in the total evaluative process.

The title of communicator is considered to be a descriptive designation and not an administrative position. The major responsibility of the course communicators is to utilize information from the follow-up instruments and competency examination sections that are specific to their courses. Course communicators who coordinate evaluation for multiple section courses meet with the other instructors to arrive at group decisions. Course communicators provide input to the development of generic and program evaluative instruments and procedures. They also bring recommendations for program changes to the program communicators. Program communicators for secondary education programs have additional responsibilities of meeting with the appropriate campus academic department chairs to provide information and communicate suggestions for the modification of programs and/or evaluative procedures.

Generic Competency Examination Committees

Generic competency examinations are developed by two major committees. The generic competency examination for basic programs is generated from

those experiences common to all majors. Those common experiences would include the objectives concerned with learning theory, human development, and orientation to education. Committee members include at least one representative from the three college academic departments, a faculty member from the Model Laboratory School, and a student representative.

The four major areas evaluated by the advanced examination are designated as (1) educational research, (2) curricular-humanistic (3) philosophical-historical-sociological, and (4) evaluative-psychological. The areas identified are not administrative units within the college but were so designated to parallel closely the masters degree core areas.

The committee for developing the generic competency examination for advanced programs has at least one representative from each department, Model, and a student representative for each of the four test sections.

Basic Skills Committees

The Basic Skills Committee recommends basic skill tests, personality measures, and modification of the University's screening procedures and remedial experiences. This committee works closely with the Teacher Education Admissions Committee to make recommendations to the College Curriculum Committee. Since plans for remediation of any identified needs include the Departments of English, Mathematics, and the Learning Laboratory, representatives from those units are committee members.

Departmental Evaluation Committees

Each of the college's three academic administrative units has an evaluation committee. The departmental committees consider information from the variety of sources and integrate it for specific recommendations related to program modification.

Student Teaching Evaluation Committee

Development of instruments for use by cooperating teachers and supervisors of student teachers has been the major responsibility of the Student Teaching Evaluation Committee. They also modified the instruments for follow-up observation visits, provided input in the observation procedures, and disseminated information from the summary.

College Evaluation Committee

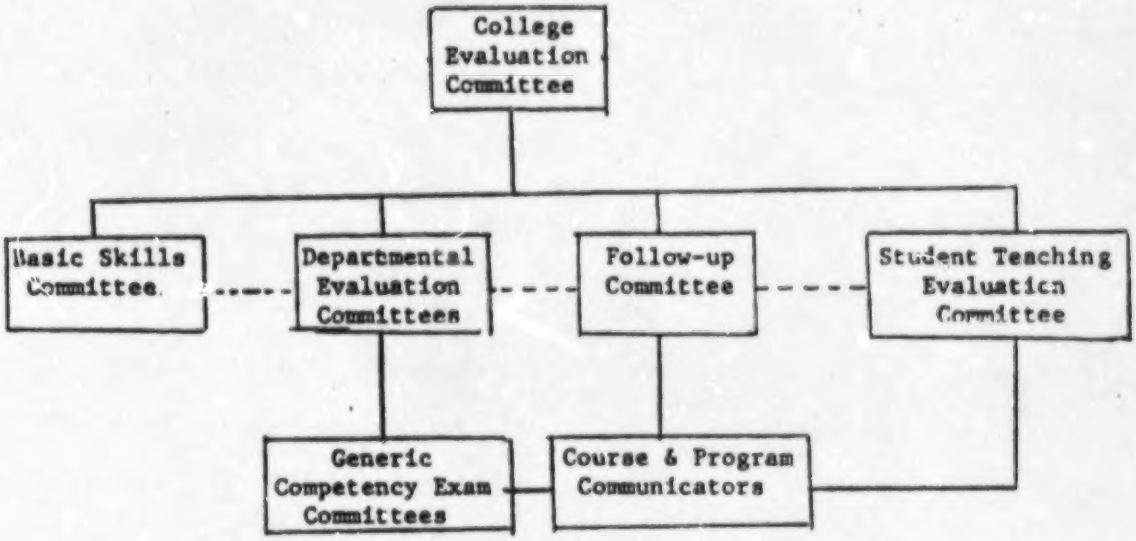
The College Evaluation Committee serves as the major coordinating and policy-making body for the entire evaluative process. Committee membership includes the chair of each committee identified previously, chairs and coordinators of the academic departments, college directors, representatives from the Model Laboratory School, and a student representative. Reports from various committees are brought to this committee for discussion and recommendations for modification and/or changes in the instruments, procedures, or policy concerned with evaluation of the college's programs.

Follow-up Committee

Instruments and procedures for following up graduates of both basic and advanced programs are developed by this committee. The committee identifies what information should be collected from our graduates according to our long-ranged plans, additions or modifications in programs, and needs of various college evaluation units.

Figure 1

Hierarchy of Evaluation Committees



Application of Evaluative Information

In order to provide specific lines of communication for assuring that evaluative information is received by those advisory and administrative units most responsible for program modification, the system shown in this communication was developed.

The Dean of the College of Education, as required by NCATE and other accreditation groups, is the person who has the authority and responsibility for the overall administration and coordination of the teacher-education programs. All information and recommendations are, therefore, inputed into his administrative unit for his disposition. As can be seen in Figure 2, the College's academic departments, the Department of Professional Laboratory Experiences, and the Follow-up Committee report information from the various evaluative instruments, recommendations for program modifications, and suggestions for changes in evaluative procedures directly to the Dean of the College. The Dean designates the appropriate committee or people to process the input. He may, for example, present a request for a change in follow-up procedures to the Follow-up Committee for study and request that committee to make recommendations to the College Evaluation Committee shown as an advisory body to the central administrative unit. Suggestions for program modifications could be routed from the academic departments to the College Curriculum Committee.

As indicated by the dotted lines, representing communication, specific information of concern to the campus academic departments may be communicated directly from the college's departments, from the Dean's office, or by way of the Teacher Education Committee.

The departmental evaluation committees serve as admisory and/or ad-hoc committees at the discretion of the college's academic departments.

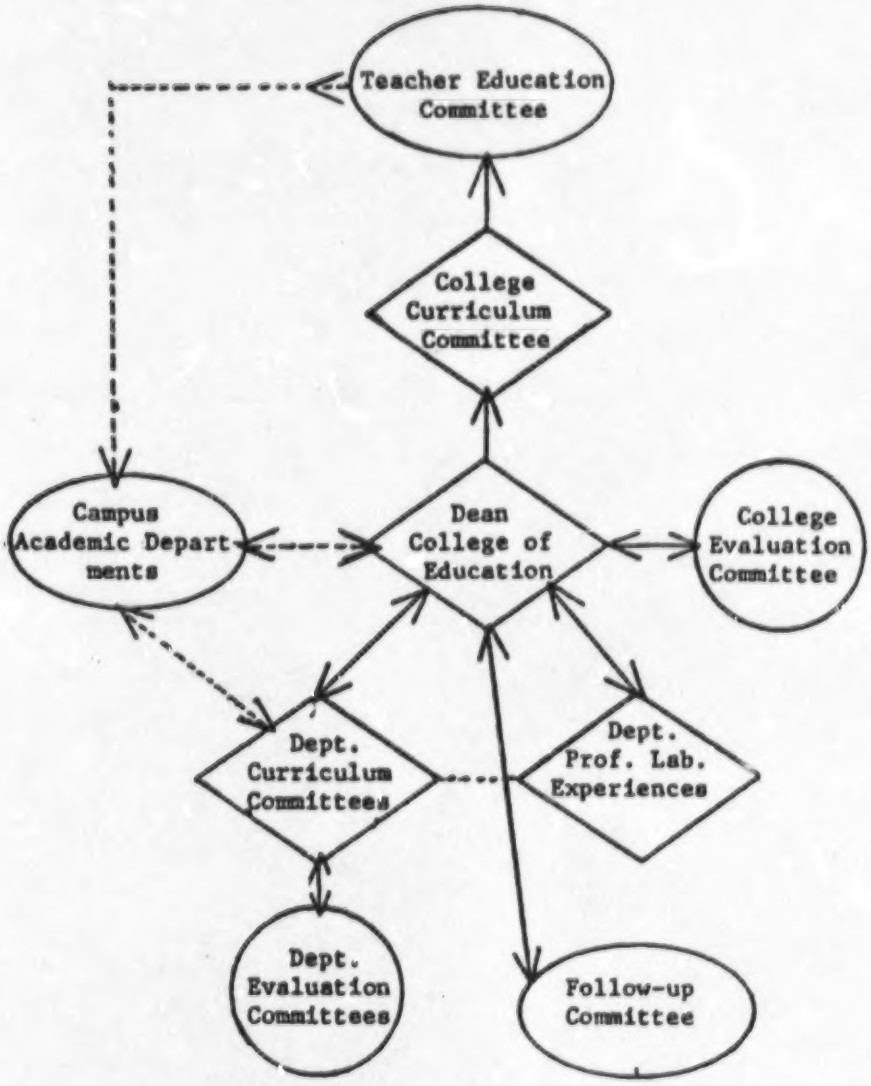


Figure 2

Relationships Between
Decision Units and Committees

Competency Exam Committees

Shown in Figure 3 is the function of the Competency Exam Committee. Those committees collect program objectives, develop competency examinations, and communicate results. They operate as cooperative units under the direction of the college's academic departments identified here as Department Curriculum Committees. Since the Generic Examination for advanced programs relates to objectives identified directly with the ACES and C & I Departments, those two departments, with input from other sources, develop the Generic Examination. Committees for special area tests may be developed within a particular department or in cooperation with a campus academic department. Figure 3, therefore, shows that competency exam committees originate from the college's Departmental Curriculum Committees. The exam committees develop competency examinations which are administered and analyzed by the Office of Educational Research and Evaluation. The results of the competency exams are communicated to the departments where recommendations are made for program modifications, change in objectives, and/or revision of the test.

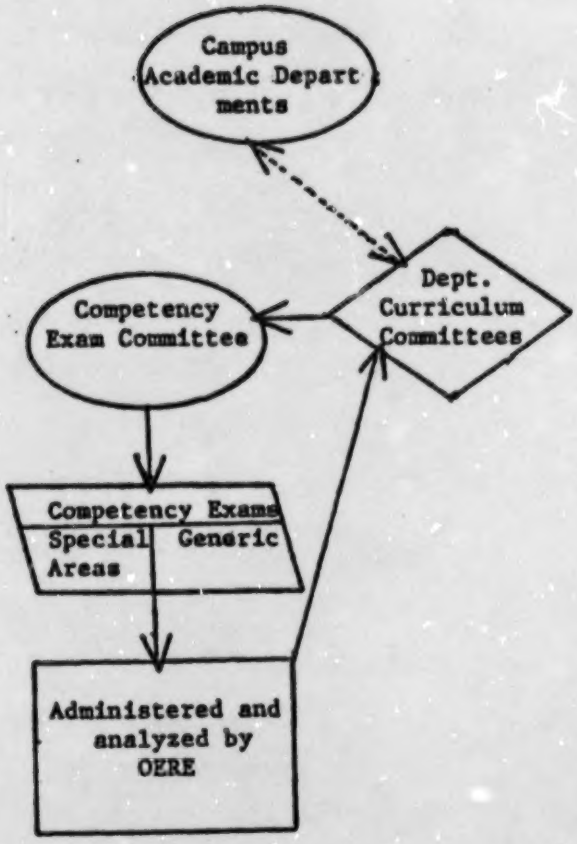


Figure 3

Functions of
Competency Exam Committees

Committees for Evaluation of Student Teaching and Follow-up of Graduates

Figure 4 indicates that both the Department of Professional Laboratory Experiences and the Follow-up Committee function directly from the Dean of the college. The Student-Teaching Evaluation Committee developed the instruments for observation visits to graduates of basic programs. The teacher observation instruments are coordinated with other follow-up instruments and procedures. Figure 5 shows that the various instruments and procedures used in the follow-up activities are coordinated by the Office of Educational Research and Evaluation. Results are communicated to the departments for this dispositions.

National Teachers Examination

The NTE is administered as a combined effort of the Office of Educational Research and Evaluation and the campus Office of Institutional Research. Academic departments, with the approval of the Dean, identify appropriate tests to be administered and who should be required to complete them. Figure 6 shows that the information from the NTE is directed to the college departments and the results are communicated to appropriate campus departments.

Summary

Figure 7 shows the relationship between units and indications of the flow of information from one function to another.

Although the Basic Skills Committee is shown at the beginning of this communication, its purpose is more related to admissions and is, therefore, not shown on the summary presented in Figure 7. However, since admission criteria greatly affect the quality of the teacher-education product, and thus the evaluation of graduates, data from the objective tests utilized for admission are stored in our data bank and reports generated.

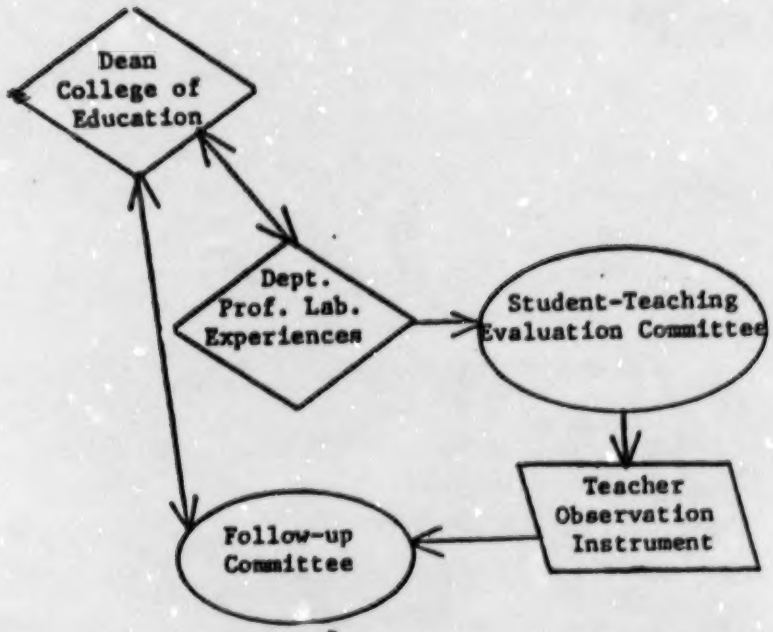


Figure 4

Relationship Between
Student-Teaching and
Follow-up Evaluation
Committees

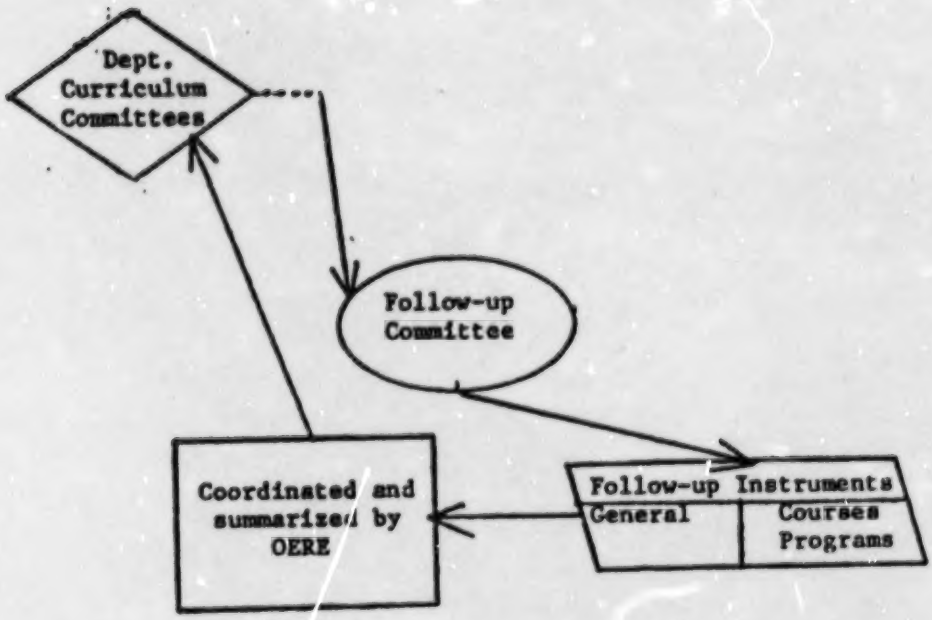


Figure 5

Follow-up Information
Inputed to Departments

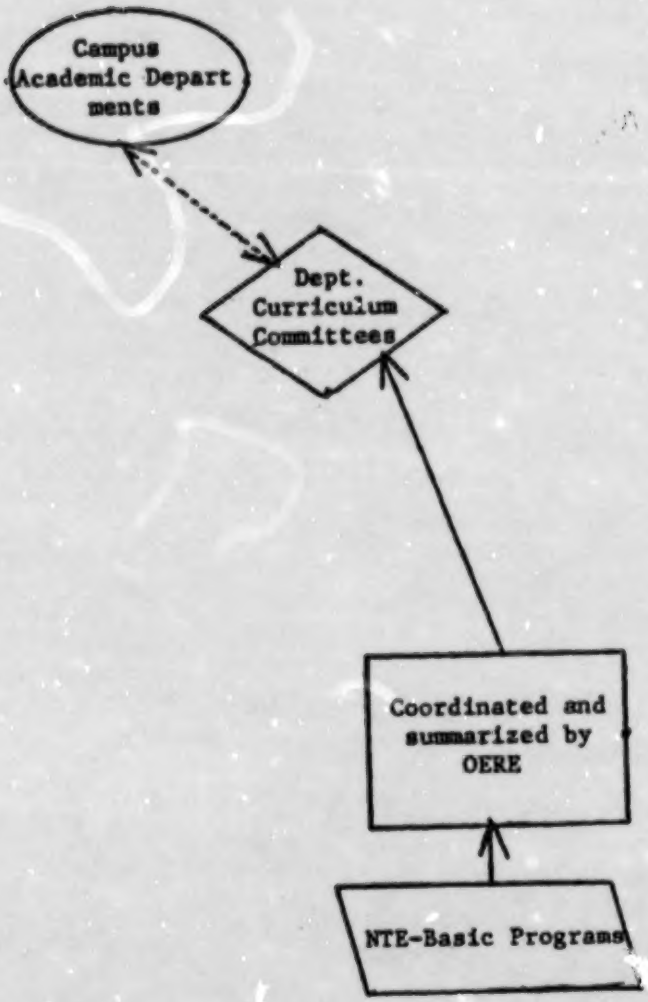


Figure 6

Input of NTE

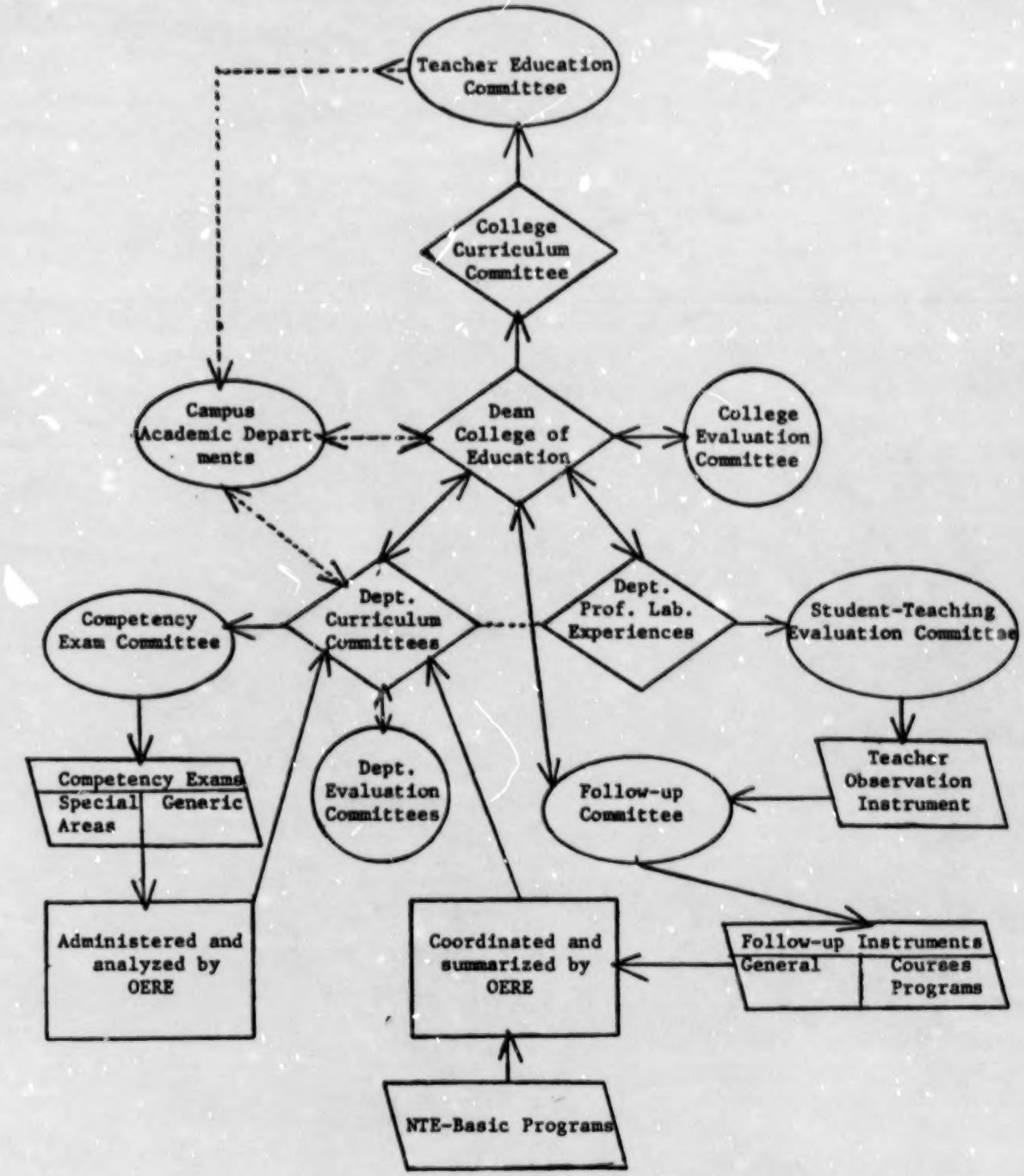


Figure 7 Evaluative Information Flowchart
for
Program Modification and Development